



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Focus-Targeted Fact Sheet

OVERVIEW

The definition of a Focus-Targeted school is any school that has received a grade “A”, “B”, or “C” that has had an identified subgroup that did not reach the AMO based on most recent testing data. (AMO = Annual Measurable Objective). All AMO requirements can be found on pages 180-192 of Indiana’s ESEA Flexibility Waiver: <http://www.doe.in.gov/esea>.

Focus-Targeted School Designation List can be found here:

<http://www.doe.in.gov/titlei/focus--targeted>

How are schools identified as Focus Targeted?

According to Indiana’s approved Elementary and Secondary Education Act Flexibility Waiver, each school and Local Educational Agency (LEA) must demonstrate adequate annual progress on **each** measurable objective for **each** metric (i.e., Annual State Assessment Proficiency, Annual College and Career Readiness (CCR) Readiness Rate, and Annual Graduation Goal).

Title I schools that do not meet expectations for one or more particular subgroup(s) will be identified as Focus-Targeted schools. These schools have earned an A, B, or C, but have not met Annual Measurable Objectives in one or more ESEA subgroup(s) (i.e., Ethnicity, Special Education, Limited English Proficiency, and Free/Reduced Lunch).

What are the subgroups in the ESEA Waiver?

- The subgroups are: Overall, American Indian, Asian, Black, Hispanic, White, Free or Reduced Price Meals, Limited English Proficient Students, and Special Education Students.
- Subgroup information can be found on IDOE Compass, under the Accountability, NCLB drop-down: <http://compass.doe.in.gov/dashboard/overview.aspx>

What action is required?

When a school is identified as Focus-Targeted, action is required. The Local Educational Agency (LEA) is required to do the following:

- Ensure submission of school improvement plans annually to the IDOE for review and approval that includes interventions for the missed AMOs.
- Send home notification to parents of students attending Focus-Targeted Schools indicating that the school did not make expectations for the identified subgroups.
- Implement specific interventions or technical assistance opportunities are required if the Focus-Targeted designation is triggered by either the English Learners or Special Education subgroups (see chart on p.2).
- Modify relevant federal grant application (e.g. Title II, or Title III) to include specific intervention strategies for this subgroup.



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**Required Actions Specific to
English Learners and Special Education Subgroups**

Intervention or Technical Assistance	Targeted for English Learners Subgroup	Targeted for Special Education Subgroup
Modify the school improvement plan	Must include professional development that is at least monthly, progress monitored by LEA, provided to all teachers and selected from a menu of approved topics from Title III office (see list on p. 4).	Complete a needs assessment, root-cause analysis, and use data to create an action plan specifying mandatory interventions for the school that triggered the special education subgroup check, professional development.
Impact on Federal Programs	Technical assistance offered by Title III specialists, in conjunction with assistance from Great Lakes East and the Center for Applied Linguistics, to ensure an LEA's Title III application describes at the school-level how targeted professional development will meet the criteria listed in the table cell above.	For LEAs not compliant with their required corrective actions and/or continued issues with their data, delay of funding will be considered.
Quality Review from IDOE	Conducted jointly by representatives from Title III and the Outreach Division of School Improvement, utilizing an adapted framework for high-poverty, high-quality schools to reflect English learners' needs (adapted in collaboration with Mass Insight).	Conducted jointly by representatives from Title I and the Outreach Division of School Improvement, utilizing the special education program area review of indicators.

- More information on required actions can be found on pages 246-254 of Indiana's ESEA Flexibility Waiver: <http://www.doe.in.gov/esea>



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How does an LEA meet the required actions?

LEAs must complete the following steps by **Friday, April 10th, 2015.**

- Send home notification to parents of students attending Focus-Targeted Schools indicating that the school did not make expectations for the identified subgroups AND submit a copy of the notification sent, with the date sent, to the focustargeted@doe.in.gov mailbox.
Subject line should read: corpnumber.schoolnumber.FT (For example: 1234.5678.FT).
- Complete the Focus-Targeted survey of interventions via the following link:
<http://form.jotformpro.com/form/43206052134946>
- If your current School Improvement Plan (SIP) does not address one or more of your subgroups, resubmit the SIP via DOE Online: <https://dc.doe.in.gov/DOEOnline/login.aspx>. Updated plans should show specific interventions and updates by **HIGHLIGHTED text** within the plan.
- Amend any federal grants that may need changed to focus on missed subgroups.

How long will a school remain *Focus-Targeted* and how does a school exit this designation?

If a school is classified as *Focus-Targeted* due to the performance (proficiency or grade) of one or more ESEA subgroups, then the school will remain a *Focus-Targeted School* until each of the ESEA subgroups meets the yearly proficiency targets.

When are responses due to IDOE?

LEAs must submit all responses by **Friday, April 10th, 2015.**

Who do I contact if I have questions?

If you have any questions please contact the Office of Early Learning and Intervention at 317-232-6610, or email one of the following staff members:

- Charlie Geier at cgeier@doe.in.gov
- Cindy Hurst at churst@doe.in.gov
- Rachael Havey at rhavey@doe.in.gov
- Audrey Carnahan at acarnahan@doe.in.gov

Learn more about Focus-Targeted via the approved ESEA Flexibility Waiver (pages 246-254) at <http://www.doe.in.gov/esea>



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Menu of Approved Professional Development Topics for Focus-Targeted Schools Limited English Proficient (LEP) Students

- A process for establishing high standards for English Language acquisition, English language development, and academic content in lesson planning and instruction
 - Language Acquisition Data Analysis
 - Academic Vocabulary and Text Complexity
 - Establishing High Standards for English Learners
 - SIOP (Sheltered Instruction Observation Protocol)
 - Differentiated Programming based on Language Proficiency (Levels 1-4)
 - Interrupted and/or Limited Prior Schooling
 - Effective Leadership for English Learner Success
 - Graduation Goal Setting for English Learners
 - Accessibility and Differentiation in Advanced Courses (AP, IB, Honors)
- Knowledge and use of effective pedagogy and cultural competency
 - Preparation of General Education Teachers
 - Building a Culture of Shared Responsibility for English Learners
 - Cultural Competency
 - Communication and Family Involvement
- Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible
 - Collaborative Teaching Models (Co-teaching, Push-in, Coaching, Paraprofessionals)
 - Reading and Writing Skills in the Mainstream Classroom
- Providing a “strategies toolkit” for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results
 - Utilize the Indiana Department of Education EL Guidebook and the Resource Guide for the Content Area Teacher
 - Appropriate Grading and Assessments for English Learners
 - Effective use of Individual Learning Plans
- Other
 - Although this list represents topics that will address the needs of English learners, it is not exhaustive. If the district desires to provide research-based professional development that is not listed, please contact the Office of English Learning and Migrant Education for approval at nwilliamson@doe.in.gov.



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